DOCUMENT RESUME

ED 403 267 SP 037 129

AUTHOR Morgan, Norah; Saxton, Julianna
TITLE Asking Better Questions: Models, Techniques and Classroom Activities for Engaging Students in Learning.
REPORT NO ISBN-1-55138-045-5
PUB DATE 94
NOTE 151p.
AVAILABLE FROM Pembroke Publishers, 538 Hood Road, Markham, Ontario L3R 3K9 Canada.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Books (010)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Class Activities; *Classroom Communication; Cognitive Processes; *Concept Formation; Elementary Secondary Education; Foreign Countries; Lesson Plans; *Questioning Techniques; *Student Development; Teaching Methods
IDENTIFIERS Canada

ABSTRACT

The intent of this book is to encourage teachers to examine how they question in order to generate richer classroom interaction. Part One sets out the reasons for the limited effectiveness of questions in present classroom practice, and examines the two structures which form the matrix of all educational processes: the structure for thinking and the structure for feeling. Part Two looks at a simple three-part classification of general functions for questions: those which tap into what is already known and which elicit a sense of responsibility toward the conduct of, and approach to, the work; those which build a context for shared understanding; and those which challenge students to think critically and creatively for themselves. Part Three looks at classroom discourse and the techniques which promote an environment for talk. Each section is illustrated with an example lesson and brief sample questions. Throughout the book, practical tips for modeling questions, suggested activities, and lesson plans that emphasize questioning strategies are provided. Appendixes provide: a chart and notes on the differences between social talk, classroom discourse, and discussion; an example of a class exercise called "Quescussion"; and an alternative question starter for elementary grades. (Contains 103 references.) (JLS)

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